



Whipton Barton Federation History Long Term Curriculum Map

At Whipton Barton Federation, we believe that high-quality History lessons inspire children to want to know more about the past and to think and act as historians.

Children in our Reception classes begin to learn the concept of History as they develop an awareness of past events in their own lives. Throughout the year they remember special events such as their birthdays and other significant times such as celebrations at Christmas, Easter, Bonfire Night and Eid. Children are introduced to the concept of a timeline as they look closely at how things change over time including plants, animals and the chronology of their own lives by thinking about how they are changed since they have been born. In our 'Emergency' topic at the beginning of the year we look and discuss how emergency vehicles have changed over time. We look closely at pictures and discuss together what we can

see that is the same or different and what are the main changes that have occurred over time. For example, when looking at pictures of different fire engines we discovered that people used to have to push them to the fire and then pump the water onto the fire using small buckets. Pictures and objects from the past often fascinate children in the Early Years and offer them a chance to understand the concepts of change and continuity. The History curriculum in Key Stage One and Key Stage Two seeks to give pupils a solid foundation and broad overview in some of the most important periods, events and themes in British and world history. It is comprehensive but necessarily selective. The curriculum gives pupils a strong grounding in British history and in Key Stage 2, is taught chronologically from the first



settlements through Roman Britain, the Vikings, Anglo-Saxons, the medieval period and up to the Industrial Revolution and touching on Britain during the two World Wars.

While studying these periods the units explore themes of change and continuity, perspective and power. The units exploring world history have been carefully selected to provide global coverage and introduce a number of themes.



In Year 3, the unit on Ancient Greece introduces key ideas around power and its legitimacy. The Shang Dynasty gives insight into the progress and achievements in China at a time when there was much less Europe. Whilst in Year 4, children develop their knowledge of Roman Britain before studying the Anglo-Saxons and Scots and ending with the Vikings. In Year 5, the unit on the Benin Kingdom challenge the narrative often prevalent in the teaching of African history – celebrating a highly successful civilisation while introducing the slave trade. Finally, in Year 6, the unit on Civil Rights examines the way black people have been treated in the USA, through the Civil Rights movement and Dr King, right the way to the Black Lives Matter movement. By bringing pupils up to the present day – in the case of Civil Rights and the Middle East – the curriculum demonstrates the importance of past events in shaping the world of today.



Throughout the curriculum, connections and comparison are made between events and individuals: the unit on the industrial revolution exploring the Great Reform Act by taking pupils from the Magna Carta through the changing seat of power in England over the subsequent six hundred years. Pupils are taught the substantive content which defines each period. This knowledge is meticulously planned and regularly revisited and elaborated upon. More abstract concepts, too, are carefully developed so that pupils gain an increasingly sophisticated understanding of, for example, kingship or empire. However, it is not only substantive knowledge that is taught. The disciplinary skills of history, such as source analysis, interpretation, perspective, continuity and change are all explicitly taught and practised.

Children then apply these skills and knowledge by writing an essay at the end of each unit. In Key Stage 1, children recall significant facts and answer key questions; in Lower Key Stage 2, this progresses into longer Information Texts; in Year 5, children write a persuasive argument; and in Year 6, children write a balanced argument based on what they have learnt.

The curriculum is deliberately ambitious. It challenges pupils to make connections across time and place and sets up pupils for, we hope, a life-long love and understanding of an important subject, while providing a foundation of understanding that will make them curious, active citizens of this country and the world.



We develop children with the following essential characteristics to help them become historians:

- 🌍 An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- 🌍 The ability to think critically about history and communicate ideas confidently to a range of audiences;
- 🌍 The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- 🌍 The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- 🌍 A respect for historical evidence and the ability to make critical use of it to support their learning;
- 🌍 A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- 🌍 A developing sense of curiosity about the past and how and why people interpret the past in different ways.



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Children in our Reception classes begin to learn the concept of history as they develop an awareness of past events in their own lives. Throughout the year they remember special events such as their birthdays and other significant times such as celebrations at Christmas, Easter, Bonfire Night and Eid. Children are introduced to the concept of a timeline as they look closely at how things change over time including plants, animals and the chronology of their own lives by thinking about how they are changed since they have been born. In our 'Emergency' at the beginning of the year we look and discuss how emergency vehicles have changed over time. We look closely at pictures and discuss together what we can see that is the same or different and what are the main changes that have occurred over time. For example, when looking at pictures of different fire engines we discovered that people used to have to push them to the fire and then pump the water onto the fire using small buckets. Pictures and objects from the past often fascinate children in the Early Years and offer them a chance to understand the concepts of change and continuity.</p>					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Dinosaurs</p> <p>Place known events and objects in chronological order. (Chronological understanding)</p> <p>Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Find answers to some simple questions about the past from simple sources of information. (Historical enquiry)</p> <p>Describe some simple similarities and differences</p>		<p>Ancient Egypt</p> <p>Place known events and objects in chronological order. (Chronological understanding)</p> <p>Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Find answers to some simple questions about the past from simple sources of information. (Historical enquiry)</p> <p>Describe some simple similarities and differences</p>		<p>Significant Sports Stars</p> <p>Place known events and objects in chronological order. (Chronological understanding)</p> <p>Sequence events and recount changes within living memory. (Chronological understanding)</p> <p>Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Find answers to some simple questions about the past</p>	



	<p>between artefacts. (Historical Enquiry)</p> <p>Ask and answer relevant basic questions about the past. (Historical enquiry)</p> <p>Talk, draw or write about aspects of the past. (Organisation and communication)</p> <p>Understand key features of events. (Understanding of events, people and changes)</p>		<p>between artefacts. (Historical Enquiry)</p> <p>Sort artefacts from 'then' and 'now'. (Historical enquiry)</p> <p>Ask and answer relevant basic questions about the past. (Historical enquiry)</p> <p>Talk, draw or write about aspects of the past. (Organisation and communication)</p> <p>Understand key features of events. (Understanding of events, people and changes)</p> <p>Identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes)</p>		<p>from simple sources of information. (Historical enquiry)</p> <p>Describe some simple similarities and differences between artefacts. (Historical Enquiry)</p> <p>Sort artefacts from 'then' and 'now'. (Historical enquiry)</p> <p>Ask and answer relevant basic questions about the past. (Historical enquiry)</p> <p>Relate his/her own account of an event and understand that others may give a different version. (Historical interpretations)</p> <p>Talk, draw or write about aspects of the past. (Organisation and communication)</p> <p>Understand key features of events. (Understanding of events, people and changes)</p>	
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					<p>Identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes)</p>	
<p>Year 2</p>	<p>Vile Victorians</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</p>		<p>The Great Fire of London</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</p>		<p>World War II</p> <p>VE Day</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</p>	



	<p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)</p> <p>Describe changes within living memory and aspects of change in national life. (Historical interpretations)</p> <p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. (Historical interpretations)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication)</p>		<p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)</p> <p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. (Historical interpretations)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p>		<p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)</p> <p>Describe changes within living memory and aspects of change in national life. (Historical interpretations)</p> <p>Describe significant historical events, people and places in his/her own locality. (Historical interpretations)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p>	
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	<p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p> <p>Discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. (Understanding of events, people and changes)</p>				<p>Discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. (Understanding of events, people and changes)</p>	
<p>Year 3</p>	<p>Prehistoric Britain</p> <p>Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>		<p>The Shang Dynasty</p> <p>Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>		<p>Ancient Greece</p> <p>Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe memories of key events in his/her life using historical vocabulary. (Chronological understanding)</p> <p>Describe where the people and events studied fit within</p>	



	<p>(Chronological understanding - Year 2)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry - Year 2)</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry - Year 2)</p> <p>Describe significant historical events, people and places in his/her own locality. (Historical interpretations - Year 2)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication - Year 2)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication - Year 2)</p>		<p>(Chronological understanding - Year 2)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry - Year 2)</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry - Year 2)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication - Year 2)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication - Year 2)</p> <p>Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations</p>		<p>a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding - Year 2)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry - Year 2)</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry - Year 2)</p> <p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. (Historical interpretations - Year 2)</p>	
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	<p>Describe changes in Britain from the Stone Age to the Iron Age. (Understanding of events, people and changes – Year 6)</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Understanding of events, people and changes – Year 6)</p>		<p>appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. (Understanding of events, people and changes – Year 6)</p>		<p>Speak about how he/she has found out about the past. (Organisation and communication - Year 2)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication - Year 2)</p> <p>Describe a study of Ancient Greek life and achievements and their influence on the western world. (Understanding of events, people and changes – Year 6)</p>	
<p>Year 4</p>	<p>Roman Britain</p> <p>Place some historical periods in a chronological framework. (Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p>		<p>Anglo-Saxons and Scots</p> <p>Place some historical periods in a chronological framework. (Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p>		<p>Vikings</p> <p>Place some historical periods in a chronological framework. (Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p>	



	<p>Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)</p> <p>Describe the Roman Empire and its impact on Britain. (Understanding of events, people and changes – Year 6)</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Understanding of events,</p>		<p>Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>Understand that sources can contradict each other. (Historical interpretations)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)</p> <p>Describe Britain's settlement by Anglo-Saxons and Scots. (Understanding of events, people and changes – Year 6)</p> <p>Describe a study of an aspect or theme in British history that extends his/her</p>		<p>Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>Understand that sources can contradict each other. (Historical interpretations)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Understanding of events, people and changes – Year 6)</p> <p>Describe the Viking and Anglo-Saxon struggle for the</p>	
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	<p>people and changes – Year 6)</p>		<p>chronological knowledge beyond 1066. (Understanding of events, people and changes – Year 6)</p>		<p>Kingdom of England to the time of Edward the Confessor. (Understanding of events, people and changes – Year 6)</p>	
<p>Year 5</p>	<p>Benin Kingdom</p> <p>Use dates to order and place events on a timeline. (Chronological understanding)</p> <p>Compare sources of information available for the study of different times in the past. (Historical enquiry)</p> <p>Make comparisons between aspects of periods of history and the present day. (Historical interpretations)</p> <p>Understand that the type of information available depends on the period of time studied. (Historical interpretations)</p>		<p>Medieval Monarchs</p> <p>Use dates to order and place events on a timeline. (Chronological understanding)</p> <p>Compare sources of information available for the study of different times in the past. (Historical enquiry)</p> <p>Make comparisons between aspects of periods of history and the present day. (Historical interpretations)</p> <p>Understand that the type of information available depends on the period of time studied. (Historical interpretations)</p>		<p>Local History Study - Exeter</p> <p>Compare sources of information available for the study of different times in the past. (Historical enquiry)</p> <p>Make comparisons between aspects of periods of history and the present day. (Historical interpretations)</p> <p>Understand that the type of information available depends on the period of time studied. (Historical interpretations)</p> <p>Evaluate the usefulness of a variety of sources. (Historical interpretations)</p> <p>Present findings and communicate knowledge and understanding in</p>	



	<p>Evaluate the usefulness of a variety of sources. (Historical interpretations)</p> <p>Present findings and communicate knowledge and understanding in different ways. (Organisation and communication)</p> <p>Provide an account of a historical event based on more than one source. (Organisation and communication)</p> <p>Give some reasons for some important historical events. (Understanding of events, people and changes)</p> <p>Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c.</p>		<p>Evaluate the usefulness of a variety of sources. (Historical interpretations)</p> <p>Present findings and communicate knowledge and understanding in different ways. (Organisation and communication)</p> <p>Provide an account of a historical event based on more than one source. (Organisation and communication)</p> <p>Give some reasons for some important historical events. (Understanding of events, people and changes)</p>		<p>different ways. (Organisation and communication)</p> <p>Provide an account of a historical event based on more than one source. (Organisation and communication)</p> <p>Give some reasons for some important historical events. (Understanding of events, people and changes)</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Understanding of events, people and changes – Year 6)</p>	
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	<p>AD 900-1300. (Understanding of events, people and changes – Year 6)</p>					
<p>Year 6</p>	<p>Industrial Revolution</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)</p> <p>Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)</p> <p>Make confident use of a variety of sources for independent research. (Historical enquiry)</p>		<p>Civil Rights</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)</p> <p>Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)</p> <p>Make confident use of a variety of sources for independent research. (Historical enquiry)</p>		<p>Twentieth Century Conflict</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)</p> <p>Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)</p> <p>Make confident use of a variety of sources for independent research. (Historical enquiry)</p> <p>Describe a chronologically secure knowledge and</p>	



	<p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. (Understanding of events, people and changes)</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)</p> <p>Describe a local history study. (Understanding of events, people and changes)</p> <p>Use evidence to support arguments. (Understanding of events, people and changes)</p>		<p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. (Understanding of events, people and changes)</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)</p> <p>Use evidence to support arguments. (Understanding of events, people and changes)</p>		<p>understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. (Understanding of events, people and changes)</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)</p> <p>Describe a local history study. (Understanding of events, people and changes)</p> <p>Use evidence to support arguments. (Understanding of events, people and changes)</p>	
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